



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

Proposal to Establish
***Lewis Katz New Renaissance Basketball Academy
Charter School***

September 30, 2018

Charter Schools Institute
State University of New York
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250
www.newyorkcharters.org

Executive Summary

The applicants submitted the proposal to establish the **Lewis Katz New Renaissance Basketball Academy Charter School** (“Lewis Katz Academy”) to the SUNY Charter Schools Institute (the “Institute”) on June 25, 2018 in response to the Institute’s Request for Proposals (the “RFP”) (available at: http://www.newyorkcharters.org/wp-content/uploads/2018-Request-for-Proposals_FINAL.pdf) released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on January 2, 2018.

Lewis Katz Academy intends to operate one school to be located in a public or private facility in New York City Community School District (“CSD”) 7 in the Bronx. The proposed school will open in August 2020 with 88 students in 9th grade and ultimately serve 352 students in 9th – 12th grade during its first charter term. Lewis Katz Academy will admit new students and fill all seats that become available through attrition in all grades throughout the school year. Lewis Katz Academy will have the support of New Visions for Public Schools for curriculum development and the New Renaissance Basketball Association (the “RENS”) for tutoring and basketball programming.

The Institute finds that the proposal for Lewis Katz Academy rigorously demonstrates the criteria detailed in the Institute’s 2018 RFP, which are consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”).

Based on the proposal, as amended, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish the **Lewis Katz New Renaissance Basketball Academy Charter School**.

Findings

Based on the comprehensive review of the proposal and interviews of the applicant and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
 - an admissions policy that complies with the Act and federal law;
 - the inclusion of the proposed by-laws for the operation of the proposed education corporation’s board of trustees; and,
 - the inclusion of an analysis of the projected fiscal and programmatic impact of the school on surrounding public and private schools.

2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the state performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment;
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
 - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
 - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.

3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):

- a unique programmatic focus on integrating basketball in academics, sports, and career-readiness that is likely to attract and engage students and families;
 - the inclusion of dual enrollment opportunities at a local community college and internship opportunities that prepare students for college and career readiness;
 - an academic program that focuses on both core academic skills and career pathways programming in basketball related fields such as sports analytics, physical training and therapy, and journalism in CSD 7, a district where, in 2016-17, only 1% of graduates utilized the state’s career development and occupational studies alternate pathways to high school graduation;
 - the inclusion of a robust professional development program for instructional staff during the summer and throughout the year; and,
 - partnerships with New Visions for Public Schools and the New Renaissance Basketball Association to provide supports such as curriculum development, tutoring, scholarships, and summer job opportunities for students.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by New York Education Law § 2852(9-a)(b)(i).
 5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
 6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic, fiscal and legal soundness reviews. In addition, the Institute engaged independent consultants to evaluate the academic, fiscal and organizational soundness of the school based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute, as well as Trustee Joseph Belluck, Chair of the SUNY Trustees’ Charter Schools Committee, conducted interviews with the applicants, the proposed board of trustees, and key Lewis Katz Academy leadership.

Background and Description

Lewis Katz Academy's lead applicant, Dan Klores, is a native New Yorker and filmmaker. The idea for this school developed as Mr. Klores worked on several films and books about the game, history, and impact of basketball on New York City, and further developed after he founded the New Renaissance Basketball Association (the "RENS"), a non-profit organization that provides basketball and educational services to students in the New York metropolitan area. The school is named after Lewis Katz, a businessman, philanthropist, and sports team owner who was a friend of Mr. Klores.

Lewis Katz Academy aims to provide a high-quality public high school option to the families of the South Bronx. The school intends to prepare students for both college and careers by implementing a rigorous Common Core Standards-aligned academic program in a structured school environment. In addition, the school will provide career pathways classes and internships that will expose students to career options in the basketball field beyond just playing, such as sports medicine, analytics, and broadcasting. Lewis Katz Academy will leverage two key relationships to implement its proposed program: one with New Visions for Public Schools for curriculum support; and, one with the RENS for tutoring and basketball programming.

Mission, Philosophy and Key Design Elements

The Lewis Katz Academy mission is as follows:

The Lewis Katz New Renaissance Basketball Academy provides high school students with a rigorous academic program in the context of basketball, historically "New York's game." The school graduates students with a college preparatory education and career readiness to succeed in basketball and other sports related industries.

All programming at Lewis Katz Academy will be founded on the following key design elements:

- **Basketball career academy.** Basketball will drive all aspects of the school including the academic program, school culture, and extracurricular activities. About one quarter of Lewis Katz Academy students will participate in competitive basketball, but all students will be exposed to the business of basketball beyond playing the game, such as print and broadcast journalism, analytics, coaching, physical fitness and nutrition, business management, scouting and agent representation, design and architecture, marketing and public relations, finance, and law. After taking the survey course Basketball 101 in 9th grade, upper grade students will "major" in a basketball related track such as athletics, sports journalism, or business, finance, and law.
- **Small school size.** Lewis Katz Academy will be a small, close community of students, teachers, and staff. With only 88 students per grade, the students will know each other and each student will be well known by caring adults.
- **College and career readiness.** Lewis Katz Basketball Academy will provide students with the courses they need to graduate high school and matriculate into college or pursue a career in a

sports related field. The school will offer a college preparatory curriculum including a full range of courses in traditional core subjects as well as sports-related courses aligned with career pathways. The school will also focus on developing the skills necessary for gainful employment; it will work with community partners to help juniors and seniors secure internships and jobs, and enter fruitful career pathways when they graduate.

- **Learning by doing.** Lewis Katz Academy will embody the educational philosophy of John Dewey, who believed “the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.” Failure becomes useful feedback to improve rather than an excuse to quit. This is obvious in athletic pursuits and readily transferable to the academic context. The school’s pedagogy will combine active learning with reflection to build students’ capacity for independent learning and creativity.
- **Strong school culture:** Lewis Katz Academy students will experience the environment of a major university or professional sports team. Students will learn and grow in a school culture that fosters self-confidence, a growth mindset, healthy competition, leadership, teamwork, and collaboration. The school culture will provide an engaging learning environment and supportive community for students. All students will have meaningful connections to adults who serve as role models for healthy, productive relationships. In addition, the power of the team will apply not only to playing basketball, but to participation in every class, activity, and social event. Students will be part of small advisory teams that hold each other accountable for attendance and academic performance.
- **Mentoring and tutoring.** Lewis Katz Academy students will benefit from the expertise and experience of others through regular opportunities for mentoring and tutoring. Students will be connected to experts in basketball and other sports-related fields who will share their stories and inspire students to work hard, contribute, and achieve. All students will have academic coaching sessions that supplement core learning. Tutoring will follow the RENS program, which provides academic assistance and SAT preparation courses.
- **Longer school and year.** Lewis Katz Academy students will have a longer school day and a longer school year to get the most out of their education and prepare them for post-secondary success. The school will also work with students to help them find productive summer learning and job opportunities.
- **Sport-focused facility and technology.** The school will locate in a newly renovated, state-of-the-art facility that provides academic classrooms and two gymnasiums as well as a training center, a broadcast studio, and video suites for game analysis and scouting. While some students will play competitive basketball, all students will participate in physical fitness and therapy classes. The school will infuse technology throughout the curriculum, both as a tool to learn and as an increasingly important aspect of modern sports.
- **Partnerships with community and academic organizations.** Lewis Katz Academy will enhance its capacity to provide a college prep curriculum and career readiness through partnerships with New Visions for Public Schools and the RENS.

Calendar and Schedule

Lewis Katz Academy will offer an extended school day and year with 194 days of instruction. The first day of instruction for the 2020-21 school year will be on or around September 1, 2020, and the last day will be on or around June 25, 2021. Subsequent school years will follow a similar calendar. The extended school day will begin each morning at 9:00 A.M. and end at 4:00 P.M. Lewis Katz Academy will provide students with a total of 1,244 hours of instruction annually, an increase of more than 20% over the state minimum of 990 hours mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5 for 7th – 12th grade and provided at the majority of district schools within the state.

Academic Program

Lewis Katz Academy has designed its academic program around its mission of providing a rigorous high school education based on the theme of basketball. The school has selected the Open Educational Resource (“OER”) curriculum from New Visions for Public schools as the basis for its courses. The New Visions curriculum provides a number of resources to support school leaders and teachers with implementation including scopes and sequences, pacing calendars, formative and summative assessment tools, and materials to support students with disabilities and ELLs.

The school also intends to adapt and modify the New Visions curriculum to ensure that it reflects the school’s key design elements and mission, using such strategies as adapting and incorporating texts, tasks, and projects that reflect the basketball theme and selecting pedagogical and assessment methods that reflect the school’s key design element of learning by doing.

The key elements of the core curriculum proposed by the school are as follows:

- **English Language Arts (“ELA”)**
The New Visions curriculum consists of three yearlong courses organized by the conceptual lenses of the Individual, the Quest, and the American, and spiral literacy skills across 9th – 11th grade. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and post-secondary coursework.
- **Mathematics**
New Visions has developed curriculum for three courses: algebra I, geometry and algebra II. Each course is divided into six or seven units, all of which comprise a common structure that shares several key components including a diagnostic task, student resources to explain the most critical ideas within each unit, instructional routines, and assessments.
- **Science**
The New Visions Science Curriculum strategically spirals core concepts (such as evolution) to facilitate multiple opportunities for students to interact with overarching themes and to promote success on the Regents exam. Using the “5E” approach, teachers guide students through a series of learning phases: engagement, exploration, explanation, elaboration, and evaluation.

- **Social Studies**

The New Visions social studies curriculum is a full scope and sequence for the 9th and 10th grade global history and geography course and the 11th grade United States history and government course. Through the investigation and analysis of primary and secondary sources, students have the opportunity to think critically and to read, write, and speak like historians, while simultaneously honing the literacy and critical thinking skills necessary for both the Regents exams and post-secondary coursework.

- **Physical Education**

As a school built around basketball, physical education will be an important subject that students study each year. Students will learn locomotor skills and body management as well as individual, pair, and team sports and games. Students will also learn about fitness, nutrition, and health. The school's athletic staff will use the SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education to develop scope and sequences and unit and lesson plans.

- **Career Pathways**

In addition to the traditional core academic subjects listed above, students will also have the opportunity to pursue coursework, internships, and other experiences in career pathways related to the business of basketball. All students will take Basketball 101 in their 9th grade year, a multidisciplinary course that exposes students to the many facets of basketball including the history of the sport, basketball's representations in literature and popular culture, sports fitness and physiology, and introductions to the many career pathways in the basketball ecosystem. In subsequent years students will choose a concentration pathway in one of three areas: athletics (coaching, nutrition, physical therapy, etc.), sports journalism (radio, sports writing, television producing), or business, finance, and law.

School Culture and Discipline

Lewis Katz Academy will build a school-wide and classroom culture that emphasizes a drive for excellence, respect for self and others, commitment to teamwork, understanding failure as a tool for improvement, and a strong sense of personal safety and security. The school will emphasize these values and start building a cohesive and supportive culture during a summer "training camp" where students and faculty will take part in activities to establish community norms and expectations. All students will also take part in small group advisory meetings each day, during which a teacher will mentor the students and teach lessons geared toward college and career readiness and social-emotional learning. Advisors will collaborate with students to create a yearly personalized opportunity plan, or "POP," in order to build students' self-efficacy and awareness of growth areas. The school will maintain an orderly environment while investing students in the school's discipline by using restorative circles and dialogues when misbehaviors occur.

Organizational Capacity

Lewis Katz Academy will establish a leadership structure that effectively and strategically delegates leadership across the school. During the school's first year of operation, the head of school will

have primary responsibility for the overall success of the school report directly to the board of trustees. The head of school will manage a director of operations, athletic director, academic director, and director of school support to ensure that all aspects of school management operate effectively. In Year 3, the school will hire a college and career coordinator as a fifth direct report to the head of school in order to ensure that the school is preparing students to successfully gain college admissions and careers after graduation.

Governance

The proposed by-laws of Lewis Katz Academy indicate that the education corporation board will consist of no fewer than five and no more than 15 voting members. The proposed initial members of the board of trustees are set forth below.

1. Dan Klores (Proposed Trustee)

Mr. Klores is an award-winning filmmaker and author of three off-Broadway plays. He is the founder of the New Renaissance Basketball Association, a non-profit organization that provides at-risk youth with athletic and academic programming. Mr. Klores also played a significant role in the creation of the Children's Health Fund, which provides free health care to children from underserved backgrounds. He sits on the board of the Brooklyn Academy of Music and is the author of one book, *Roundball Culture: South Carolina Basketball*. Prior to his writing and directing career, he worked for 25 years in the fields of marketing, public relations, and crisis management.

2. David Stern (Proposed Trustee)

Mr. Stern is the former NBA commissioner and a member of the Naismith Memorial Hall of Fame. His 30-year tenure with the league made him the longest running commissioner of any professional sport in American history. Mr. Stern is now a chair emeritus of the board of trustees at Columbia University and currently advises numerous entities and non-profits across the globe. Mr. Stern is also a member of the Council on Foreign Relations.

3. Dr. Joe Conway (Proposed Trustee)

Dr. Conway is the co-founder of Camden's Promise Charter School, Camden Academy Charter High School, and Camden's Pride Charter School. Dr. Conway was a Teach For America corps member and spent five years teaching in the South Bronx from 1992-97. Dr. Conway received his doctorate from Teacher's College, Columbia University in 2004. Additionally, he has a master of arts in secondary science education from City College in New York, as well as a dual degree in biology and in theology from St. Joseph's University in Philadelphia.

4. Earl Monroe (Proposed Trustee)

Mr. Monroe is a former NBA basketball player and member of the Naismith Basketball Hall of Fame. During his career in the NBA he played for two teams, the Baltimore Bullets and the New York Knickerbockers and helped lead the New York Knicks to their last championship season in 1973. Mr. Monroe has also been active in various community affairs and programs including the President's Council on Physical Fitness and Health, the Crown Heights Youth Collective, the Literary Assistance Fund, and the Harlem Junior Tennis Program. A longtime resident of Harlem, he was born and raised in Philadelphia, and is a graduate of Winston Salem State Teachers College.

5. Joseph Arbitello (Proposed Trustee)

Mr. Arbitello is the associate athletic director of Christ the King High School's athletic program in Queens, NY. Utilizing his knowledge of NCAA regulations and standards he has instituted academic programs within the school to ensure that student athletes meet all academic requirements. Mr. Arbitello earned a bachelor's of arts degree in history from St. Joseph's College in 2000 and was inducted into St. Joseph's chapter of Phi Alpha Theta. He has also earned a master of science degree in school administration and supervision from St. John's University.

6. Alan Fishman (Proposed Trustee)

Mr. Fishman was educated in New York City public schools graduating from Erasmus Hall High School. Mr. Fishman is currently the chair of Ladder Capital Finance Corporation. Prior to that, he was the chief executive officer of Washington Mutual Bank. Mr. Fishman served as chair of the board of trustees of the Brooklyn Academy of Music. He also served as chair of the Brooklyn Navy Yard Development Corporation and as co-chair of the Downtown Brooklyn Partnership. He currently serves as the chair of the Brooklyn Community Foundation. Mr. Fishman graduated from Brown University with a bachelor's degree in economics and received a master's degree in economics from Columbia University.

7. Monica Major (Proposed Trustee)

Ms. Major currently serves as the director of education and youth services for Bronx Borough President Ruben Diaz Jr., where she manages relationships with all educational institutions in the Bronx including the New York City Department of Education (the "NYCDOE"), higher education institutions, and workforce development organizations. She also has experience as an asset manager and analyst with the New York State Housing and Finance Agency. Ms. Major previously served as the Bronx representative on the Panel for Educational Policy. Ms. Major is a graduate of Baruch College, a certified mediator, and remains very active in her community.

8. Joshua M. Rivera (Proposed Trustee)

Mr. Rivera is the director of government and external relations and a member of the president's cabinet at Hostos Community College, part of the City University of New York ("CUNY"). Mr. Rivera serves as a member of the CUNY legislative action committee, representing the CUNY system as well as Hostos Community College before various legislative bodies. Previously he served in a similar capacity representing the New York Botanical Garden. Mr. Rivera served as chief of staff to council member Leroy Comrie, the former deputy majority leader of the New York City Council; constituent services director for former state senator Vincent J. Gentile; and, continues to serve as a faculty member in the Edward T. Rogowsky internship program in government and public policy at the CUNY Graduate Center. He is a graduate of SUNY Albany and is completing an executive master's degree from the Marxe School of Public and International Affairs at Baruch College.

9. Derrick Green (Proposed Trustee)

Mr. Green is a lifelong resident of the Bronx where he attended and graduated from Adlai E. Stevenson High School. Mr. Green is a community activist and has spent the last 15 years mentoring children in his native borough. He is an active volunteer and coach at Kips Bay Boys and Girls Club in the Bronx. Mr. Green is a graduate of American International College and currently works as a field technician for Verizon.

10. Milton Sipp (Proposed Trustee)

Mr. Sipp is an experienced school administrator and educator and currently serves as the assistant head of school and head of the middle school at the Riverdale School, an independent school in the Bronx. In addition to his administrative roles he also teaches American history at the Riverdale School. Formerly, Mr. Sipp served as assistant to the general manager of the Cleveland Cavaliers as well as an east coast scout for the Los Angeles Clippers. He has served as a national director on the board of the National Association of Independent Schools and chaired the organization's membership committee. He currently serves on the board of the American College of Greece in Athens. Mr. Sipp received his bachelor of arts degree from Oberlin College and his master of education from Harvard University.

Facilities

The proposed education corporation has indicated that it will apply for and consider any offers of space from the district. As a contingency, and bearing in mind the highly specific needs of the proposed program, the board has already begun a search for a private facility and will be prepared to secure a facility shortly after authorization. One board member has experience in commercial real estate development and has been leading this planning process.

Fiscal Impact

The fiscal impact of Lewis Katz Academy on the district of location is summarized below.

Lewis Katz New Renaissance Basketball Academy Charter School

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Charter Year	Expected Number of Students	Basic Charter School Per Pupil Aid	Projected Per Pupil Revenue (A x B)	Other District Revenue (SPED, Food Service, Grants, etc.)	Total Project Funding from District to Charter School (C+D)	New York City School District Budget	Projected District Impact (E/F)
Year 1 (2020-21)	88	15,307	1,347,016	774,181	2,121,197	25,600,000,000	0.008%
Year 5 (2025-26)	352	15,307	5,388,064	2,679,228	8,067,292	25,600,000,000	0.032%

*The NYCDOE budget was derived from the NYCDOE's website: <http://schools.nyc.gov/AboutUs/funding/overview>.

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly larger enrollment, the Institute has determined that the fiscal impact of

the proposed school on the district, public charter, public district and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school's proposed start-up and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient start-up funds will be available to the new charter school.

Notification and Public Comments

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute's website for public review. The district scheduled a hearing pertaining to the proposed school for September 17, 2018. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. Please see Appendix C for a summary of public comments on the application.

Preference Scoring

Education Law § 2852(9-a)(c) requires authorizers to establish and apply preference criteria to applications meeting both statute and authorizer standards. The purpose of the criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued or issued in New York City. The RFP identified the minimum eligibility requirements and preference criteria required by Education Law § 2852(9-a), as described in greater detail below. The Lewis Katz Academy proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal Sheet, Proposal Summary and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request No. 15); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request No. 3).

As the Lewis Katz Academy proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the founding team and members of the proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 10 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. In the event of a tie for the last charter, both proposals will be rejected unless one applicant agrees to withdraw his or her proposal for consideration in a subsequent RFP. The preference criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

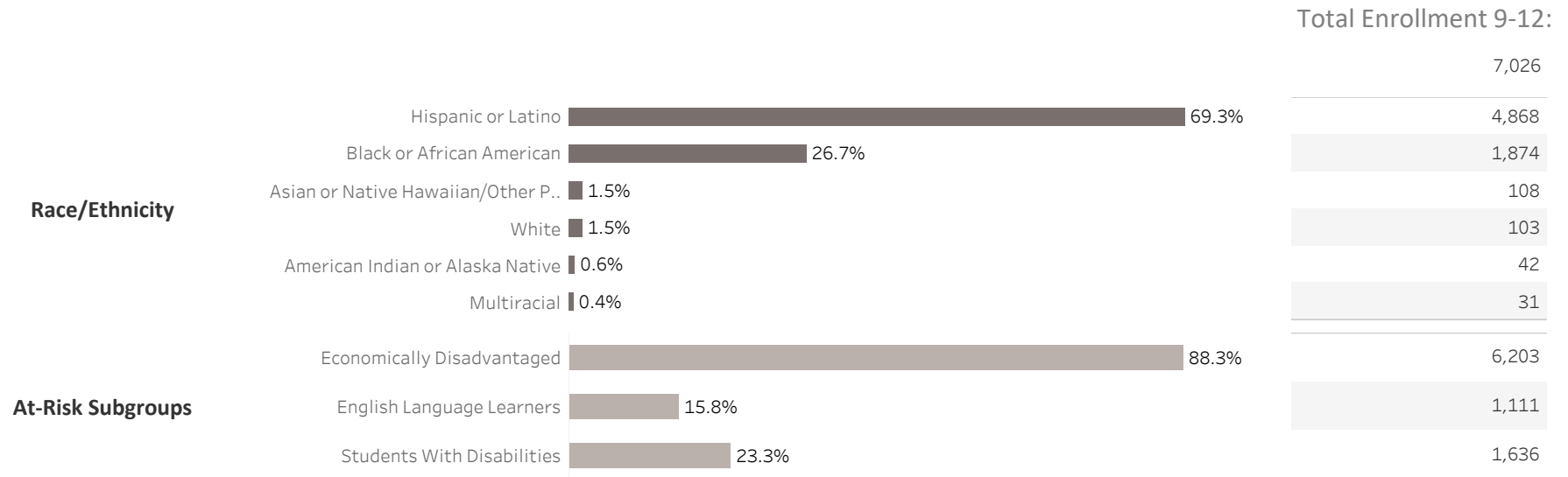
- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

The proposed school earned a score of 22 preference points out of a total of 45. Based on the score and the other information and findings set forth herein, the Institute recommends that the SUNY trustees approve the proposal to establish the Lewis Katz New Renaissance Academy Basketball Charter School, which will not exceed the statutory limit of 28 charters permitted in New York City by Education Law § 2852(9)(a).

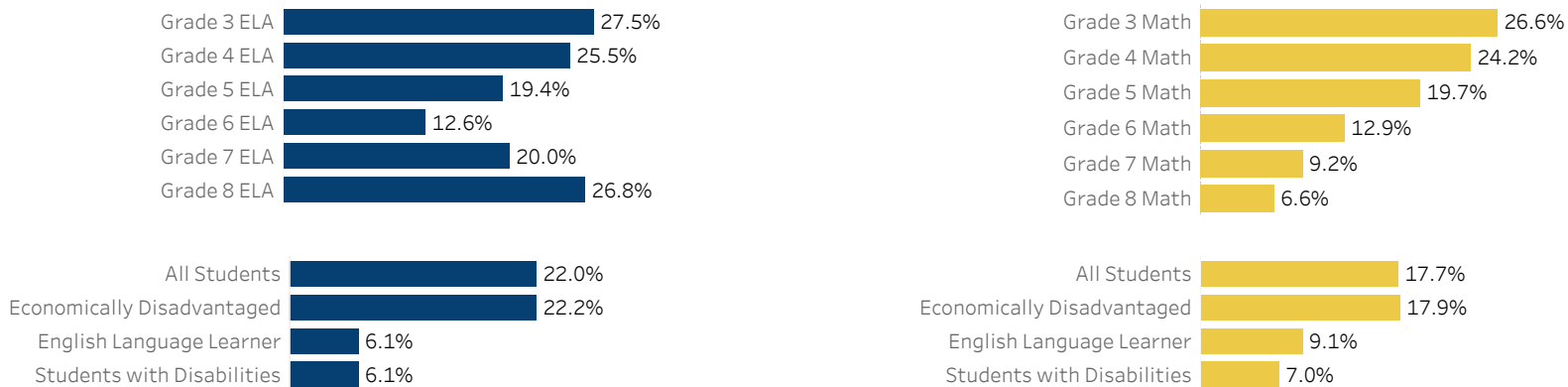
Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish the **Lewis Katz New Renaissance Basketball Academy Charter School** education corporation and approve its authority to operate one school of the same name to open in August 2020.

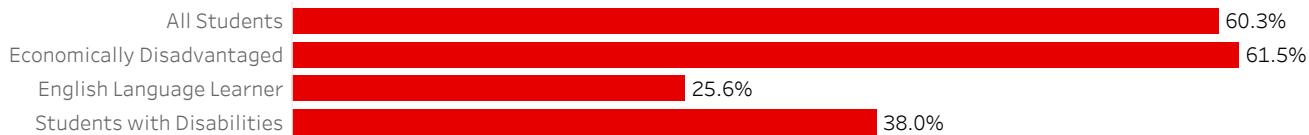
APPENDIX A CSD 7 Schools Demographics 2016-17



CSD 7 Schools ELA and Math Proficiency 2016-17



CSD 7 Graduation Rate 2016-17



APPENDIX B

Lewis Katz New Renaissance Basketball Academy Charter School

Basic Identification Information

Lead Applicant(s):	Dan Klores
Management Company:	None
Partner Organization:	None
Location (District):	CSD 7
Student Pop./Grade Span at Scale:	9 th – 12 th
Opening Date:	August 1, 2020

APPENDIX C



Summary of Public Comments Received During the SUNY Public Comment Period through September 26, 2018

On or about July 19, 2018 in accordance with Education Law § 2857(1), the Institute notified the NYCDOE as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish the Lewis Katz New Renaissance Basketball academy Charter School. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Lewis Katz New Renaissance Basketball academy Charter School proposal was also posted on the Institute's website for public review at: <http://www.newyorkcharters.org/request-for-proposals/2018-request-for-proposals-round-2-fall-cycle/lewis-katz-new-renaissance-basketball-academy-charter-school/>.

The district scheduled a hearing pertaining to the proposed school for September 17, 2018 and shared a summary of comments provided at the hearing. Five people attended the hearing; two proposed board members spoke in support of the school, citing its unique educational theme.

The Institute has not received any independent public comments relating to the proposal to date.